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ABSTRACT

The recommendations resulting from the Community Conference are contained in this document. The conference focuses on the concept of community schools and its applicability to New York City. The concept involves expanding the use of schools as locations for voluntary activities and community service programs which serve not only the student population but every segment of the community. Four general assumptions which form the philosophical basis of the recommendations to implement community schools in New York City are discussed in the summary of conference proceedings. Foremost here is a recognition that the public school is a natural and logical focus for community activities. The recommendations listed are arranged in the following order: mayoral action, Board of Education action, legislative action (congressional, state legislature, and city council), community action, and union action (United Federation of Teachers and International Union of Operating Engineers). Inherent in all the recommendations is one common ingredient--cooperation. Cooperation requires no expenditure of funds. If all interested groups work cooperatively toward implementing these recommendations, all will benefit from their achievement. The failure to cooperate by any one group will seriously impede the effort. (Author/AM)

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Implementing

The Community Schools Concept

in New York City

ED126209

An Agenda for Action:
Follow Up Report
on the January 28, 1975
Community Schools Conference

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MAY, 1975

Sponsored By:

Community Council of Greater New York, Inc.
New York City Youth Board
New York University School of Education, Health, Nursing and Arts Professions

C O M M U N I T Y S C H O O L S

Implementation in

New York City

May 1975

IMPLEMENTING THE COMMUNITY SCHOOL CONCEPT

IN NEW YORK CITY

An Agenda for Action

Report Prepared by

New York City Youth Board

Conference Sponsored by

Community Council of Greater New York
Group Work and Recreation Committee

New York City Youth Board

New York University School of Education, Health,
Nursing and Arts Professions
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> Schools belong to the people, and every community has one. Too often they stand idle more than 50 per cent of the time, representing an incredible waste of resources, especially as we continue to build public libraries, recreation centers, mental and physical health clinics, and offices to house various social agencies. Community education helps avoid such duplication and, maybe more importantly, it helps coordinate opportunities, many of which often do not reach the intended recipients.
>
> Soundings on Youth (Vol. 2, #1, Jan. Feb. 1975)
> National Center for Youth Development of the National Council of Crime and Delinquency.

INTRODUCTION

On January 28, 1975 the Community Council of Greater New York, the New York City Youth Board, and the New York University School of Education jointly sponsored a conference focusing upon the concept of community schools and its applicability to New York City. The concept involves expanding the use of schools as locations for voluntary activities and community service programs which serve not only the student population, but every segment of the community. There was no argument presented at the conference that schools should not be open and more fully utilized by the community. Rather discussion was devoted to determining how such a concept could be implemented in New York City.

It is a fact that our schools, generally the best physical resource in any community, are underutilized. With too few exceptions, the hallways of New York City's schools are silent and their entranceways are barred during the evenings, weekends, and summers. Declining enrollments and the recent decision to close forty schools underscores the fact that idle school space is available even during regular school hours.

Many voluntary groups and public agencies are eager to make use of available school space, but are unable to do so because of exorbitant overhead costs. Whether it is a free lunch program for senior citizens, a basketball league sponsored by the Police Department, or an ecology club for the Boy Scouts, many community-based programs are relocating to inferior facilities, or, simply, reducing the number of their activities. In the past, New York City schools have provided a haven for these programs, but as maintenance and custodial costs have climbed to unprecedented levels, school usage fees have risen beyond the reach of these tightly budgeted programs. The most recent custodial union contract increased turnkey expenses by 10%. Maintenance costs have also increased. For example, increases of 300% were paid last summer for the essential service of cleaning cafeteria floors. Such increases have strained the already

overtaxed continuing education budgets, which provide funds for opening schools in many school districts. (See Appendix A -- School Usage Breakdown Costs)

Historically, New York City has been a trendsetter in community education. However, in recent years, general community access to its schools has been dramatically reduced due to rising costs, while the community schools movement has gained growing national acceptance.

The Community schools movement began 40 years ago in Flint, Michigan when the Mott Foundation granted funds to the Flint Board of Education to operate a pilot project in one school on a lengthened day, year around basis. The success of this project led to its institutionalization in all Flint schools. While 41,000 youngsters attend Flint schools, more than 81,000 youths, adults and senior citizens use the school facilities each week during the extended utilization hours.

The experience in Flint prompted the Mott Foundation to establish the National Center for Community Education as well as regional Community Education Development Centers. Presently, 23 regional centers disseminate information on community education and offer training, consultation and assistance to local community education programs.

Congress has given its support to the community education movement by enacting the Community Schools Act

of 1974 (PL 93-380, Section 405). For the first time, Federal funds are earmarked for community-initiated programs in schools and other public facilities. For the present, the value of the legislation is more symbolic than substantive. During fiscal year 1976, fifteen million dollars is authorized nationwide and the portion alloted to New York City will not make a significant City-wide impact. However, the legislation is important as a precedent, and it can be expected that pressure will mount to expand the future Federal role in community school support.

To date, 700 school systems have established community education programs on a planned, organized basis. These schools offer a wide range of programs which service many groups within the community and are utilized to the maximum -- sixteen hours a day, seven days a week, on a yearly basis. The successful experience of these municipalities which include large and diverse urban centers, provides ample proof that community schools are both desirable and feasible in New York City.

This report presents the recommendations resulting from the conference, interviews, and research. It is urged that the Mayor, the Board of Education, the City legislators and appointed officials, and the community at large support these recommendations and take affirmative action to make community schools a reality in New York City.

SUMMARY OF CONFERENCE PROCEEDINGS

The morning segment of the conference was devoted to a discussion of the community schools concept by a panel composed of representatives of governmental and professional interests. (See Appendix B -- List of Speakers) The following is a summary of the views presented during that discussion.

Jerome M. Becker, Chairman of the New York City Youth Board and moderator of the panel, stated that "rather than becoming the focal point of community activity, the school system has become insular by serving only the parochial function for which it was designed . . . . Crime experts agree that the rate of juvenile crime increases at night, on weekends, and during the summer months. Therefore, it is painfully obvious that our schools should be better utilized during those periods to offer constructive alternatives."

Drs. Patrick Mullarney and William O'Neill of the Northeast Community Development Center traced the historical and philosophical development of community education and described the experiences of municipalities in attempting to reconcile the formal education role of the school with its community service function. Two models were offered which have potential relevance to New York City. In Boston, the School Committee resisted the

development of community schools. Mayor Kevin White circumvented this opposition through the mechanism of incorporated Community School Councils. All new school construction was carried out by the Department of Public Facilities while responsibility for the operation of these schools was assigned to the local councils. The School Committee conducts daytime formal education activities under a lease arrangement with the councils, and the councils support community education programs under a separate budget. In Cambridge, another path was taken by the creation of a city-wide Community School Commission. Board of Education, Mayoral, and community interests are represented on the Commission, and funds for community school activities are channeled through the Board of Education budget but are dispensed at the direction of the Commission.

Judge Benjamin Altman, Chairman of the Criminal Justice Coordinating Council, discussed community schools from the perspective of the juvenile justice system. Treatment and rehabilitation programs for the juvenile offender should be offered within the community and the schools represent ideal facilities to provide such services.

John Lagomarcino, Director of Special Programs of the National Recreation and Parks Association, outlined the recently approved Federal Community Schools Act and

assessed its impact. He stated that a central intent of the legislation is to provide leverage which will insure the participation of public agencies and voluntary groups in the creation, operation, and direction of community schools. The Act establishes a 15 million dollar ceiling for program operation and two million dollars for training and, in Mr. Lagomarcino's judgment, any funds that become available should be concentrated in pilot, demonstration programs. In addition to lobbying for a maximum appropriation, he recommended New Yorkers make their interests known to the Federal Office of Education. A community schools advisory committee has been appointed to advise the Commissioner of Education on the implementation of the legislation. Presently, there are no New York representatives. Three vacancies become available in November, and New York City should insure that appointments are made which represent the best interests of the City.

Deputy Mayor Paul Gibson emphasized the need for community school programs in underprivileged areas. He stated that in the Bedford Stuyvesant section of Brooklyn where he was raised, the school offered a comfortable physical environment and often provided the only nutritious meal of the day for many youngsters. After-hours activities were a magnet for neighborhood children. When a hole is cut in a schoolyard fence, "the youngster is

not trying to get out, he is trying to get in." In conclusion, Deputy Mayor Gibson said: "The Administration is concerned. The Administration is interested. The Administration will work, support, lobby, be active in any drive, in any program designed to open those public facilities presently available or that can be made available to the citizens of the City -- to the young and to the old. That's a commitment."

Dr. Irving Berchuck, Executive Assistant to Deputy Chancellor Bernard Gifford of the Board of Education, stated that the first priority of the Board is to provide education as mandated by the State Education Law, and that other program services must be secondary to that mandate. Dr. Berchuck stated that the major obstacle to expanded utilization is the lack of operating funds necessary to support the programs. In instances where the Board has been able to establish community education programs, "we would like to think of the extended use of the school as co-curricula, because if it (community education) is isolated, it really doesn't serve as it should." He concluded by citing current examples of expanded school use: the John F. Kennedy High School Center in the Bronx which is maintained by the local community corporation, a senior citizens feeding program at Forest Hills High School, and proposed space-sharing programs in central Harlem schools.

Claudette Lefebvre, Chairwoman of the Department of Leisure Studies of the School of Education at New York University, discussed the potential use of community schools for meeting the special needs of the handicapped. Dr. Lefebvre stated that a large percentage of the budgets for handicapped service organizations is tied up in providing special transportation. If programs could be provided locally, in the community school, these transportation dollars would be available for program services. She stressed the essential need to bring the handicapped into the mainstream of society and stated that this can be best accomplished in the community school.

Based upon the panelists' statements, the question and answer period, and comments during the afternoon discussion groups, four general assumptions were developed which form the philosophical basis of the recommendations to implement community schools in New York City.

Foremost is a recognition that the public school is a natural and logical focus for community activities. Schools are centrally located within every neighborhood and generally are equipped with the best facilities to meet the educational, avocational, and social service needs of the community. Most important is the fact that the school is more closely scrutinized and the object of more shared concern than any other single community

institution. The decentralization controversy in New York City is one recent and dramatic demonstration of this concern. Certainly, apathy will not be a major obstacle to the development of community schools.

Secondly, a community school can serve to hold together and unite a neighborhood. New York City is a collection of neighborhoods and the preservation and enhancement of these local communities is essential to insure the survival of the City as a whole. The development of community schools can be an effective counter to the forces which divide and disperse our neighborhoods. By servicing "forgotten" groups such as the handicapped and the elderly, by providing youth services as an alternative to the idle time that breeds delinquency, by providing English as a Second Language Programs for non-English speaking groups, and through numerous other community service programs, the community school can serve as a cohesive force.

A third assumption is that breaking down the barriers between school and community will enrich the normal process of education. By placing diverse activities within the confines of the school, it is possible, incidentally and by design, to expand a student's awareness and appreciation of the world outside the classroom. Certainly, this is not a new idea. Julia Richman, writing

in 1910, sounded much the same theme: "The school is the legitimate social center of the community. From the school, through the school, there should radiate all the social influences that make for child's betterment if not for complete social betterment." The community school concept offers one practicable means of demonstrating to the student that the school is neither isolated from nor irrelevant to the world beyond the schoolyard.

Finally, the severity of the City's budget crisis and the virtual halt in new capital construction make it incumbent that all existing schools and facilities be utilized to capacity. Duplication of services must be eliminated and joint agency partnerships must be encouraged. Community Schools represent the best vehicle for the efficient use of existing resources.

RECOMMENDATIONS

Mayoral Action

1. The Mayor should establish community education as a top priority in his Administration by directing a Task Force, co-chaired by Deputy Mayor Gibson and the Chairman of the Youth Board, to coordinate and monitor the effort to implement the community schools concept. This Task Force should include the Special Assistant to the Mayor for Education, the Chancellor of the Board of Education, the City Planning Commission, the Office of Neighborhood Services, the Community Council of Greater New York, and all relevant public and voluntary agencies.

2. At the direction of the Mayor, the Task Force should meet with the International Union of Operating Engineers -- Local 891 in an effort to explore avenues to reduce the prohibitive maintenance costs to operate the schools after hours. All conference participants identified this expense as a major stumbling block preventing community access.

3. The Task Force should seek to identify all possible funding vehicles which could be developed to offset maintenance costs and provide monies for community education programs.

a. Such vehicles could include the Law Enforcement Assistance Act, the Juvenile Delinquency Prevention

Act, the Older American's Act, the Comprehensive Employment Training Act, as well as private funding sources.

b. An existing capital budget line should be identified, or a new line created, to pay for minor alterations of school facilities for community education purposes.

4. An immediate effort should be made to establish community school programs on a pilot basis to demonstrate the viability of the concept in New York City. In developing this pilot project, the Task Force should examine community-based programs presently operating in schools such as John F. Kennedy High School and Forest Hills High School.

5. The Task Force should work closely in an advisory capacity with the proposed New York University Community Schools Development Center to structure a community schools training program unique to the needs of New York City.

Board of Education Action

1. To emphasize the importance of expanded school utilization, it is recommended that the New York City Board of Education Bureau of Continuing Education be expanded in scope and renamed the Office of Community Education.

a. Presently, the Bureau of Continuing Education concentrates on adult education programs. Under the

proposed Office of Community Education, the scope would be expanded to the areas of recreation, cultural enrichment, and service of special interest groups, such as the elderly and the handicapped.

b. Likewise, each district school board should have an Office of Community Education, supervised by a Community Education Coordinator, to operate community-based programs. The present district Supervisor of Continuing Education could serve this function. Additional training for these coordinators is available through the National Center for Community Education in Flint, Michigan or the Regional Community Education Development Center in Storrs, Connecticut.

c. It is recommended that Community Schools Coordinators develop partnerships and cooperative efforts among community groups and the Board of Education to utilize vacant space in underutilized public schools as well as other public facilities, such as libraries and community centers. A coordinated piggyback effort by several groups and agencies to use schools and public facilities during the same periods can reduce turnkey expenses through cost sharing.

2. The Board of Education should allocate funds for community education on a nontransferrable basis and insure that every school district receives an equitable

allotment of such funds. The Division of Community School District Affairs and other appropriate divisions of the Board must work cooperatively with district boards to determine what fiscal or administrative problems prevent community access and determine what planning is necessary to implement community education programs.

3. The Educational Planning Department of the City Planning Commission has statistics which indicate that many schools are not totally utilized during school hours due to declining enrollment and shifting populations. Since maintenance costs are minimal during these hours, the Board of Education should work closely with the City Planning Commission to encourage daytime community programs in underutilized schools. This effort will engender greater community support for the schools as well as provide much needed space for neighborhood programs.

4. In order to operate community education programs with minimum cost and maximum efficiency and supervision, it is recommended that paraprofessionals, recreation leaders, and volunteers be included in program leadership.

a. Teacher certification should not be a prerequisite for program leadership.

b. Teachers may be included in such programs but should not operate them exclusively due to the prohibitive cost of salaries as well as the need to encourage community leadership and participation.

c. Specific guidelines should be promulgated by the Board of Education specifying the above-mentioned community education leadership requirements to eliminate confusion at the district level.

5. The Special State and Federal Programs Unit of the Board of Education, and any other appropriate unit, should work closely with the Mayoral Task Force to identify Federal, State and private funds which can be utilized to initiate and develop community education programs.

6. It is recommended that the Educational Facilities Department of the Board of Education and the Educational Planning Department of the City Planning Commission work cooperatively to design future school facilities to permit maximum community access.

Legislative Action

Congressional

1. The 1976 appropriation authorized under the Community Schools Act is insufficient to effect the intent of the legislation. Senators Javits and Buckley and local Congresspersons are urged to insure that the legislation is appropriated to its authorized ceiling, that New York City receive an equitable portion of these funds and that in future years, a larger and more adequate appropriation be obtained.

2. It is recommended that a New York City representative be placed on the eleven-person Federal Community Education Advisory Board, appointed by the Commissioner of Education. There will be three vacancies on the Board in November 1975. Such a representative would serve as an advocate for the needs of New York. The Mayor's Task Force should work cooperatively with Senator Javits, who is a member of the Senate Committee on Labor and Public Welfare as well as its sub-Committee on Education, to seek placement of a qualified New York representative on the Advisory Board.

State Legislature

1. The Senate and Assembly Committees on Education should establish a joint sub-committee to examine the community schools concept. This sub-committee should examine legislation recently introduced by State Senator Robert Garcia (S. 709 and S. 710) and State Assemblyman Arthur Eve (A. 1750) and any other related legislation calling for greater community access to school facilities. The sub-committee should develop substantive recommendations which would result in legislative action to allocate mandated funds at the State level for community education programs.

2. The Mayoral Task Force should convene a meeting with local State legislators to discuss the drafting,

introduction and support of comprehensive community education legislation. The Federal Community Schools Act of 1974 (PL 93-380 §405) could serve as a model.

City Council

1. The Health and Education Committee of the City Council should work with the Mayoral Task Force in determining methods to implement community schools. If revisions of Local Laws are necessary, the Committee should draft recommendations for action by the Council.

2. Individually, Council members are urged to work with their constituents and local community planning groups to encourage maximum utilization of schools within their districts.

Community Action

1. All community groups interested in initiating programs within school facilities must work together in order to reduce turnkey expenses. If groups can schedule their activities for the same time period and share space, e.g., gymnasiums, auditoriums, costs can be shared and thereby reduced.

2. Community groups are urged to join together and meet with local planning boards and officials to discuss how community access to schools can be increased. Such bodies and officials include City Council representatives, the Borough President, Community Planning Boards, local

school boards and the District Service Cabinets of the Office of Neighborhood Services. Those bodies can provide assistance in planning and coordination for implementing community education programs.

3. It is recommended that citizens and community groups petition their elected representatives to support additional legislation and appropriations for community schools. On the Federal level, citizens and community groups should write their congressional representatives urging them to seek appropriations from the Community Schools Act.

4. Citizens and community groups should encourage those persons running in local school board elections to support the concept of community education. A local school board which is supportive of the community schools concept is essential in expanding school utilization and insuring maximum use of funds for community school purposes.

Union Action

United Federation of Teachers

Declining enrollments have resulted in fewer jobs for teachers. Community schools offer potential job opportunities. However, community school programs cannot be run exclusively by teachers. The salary costs are

prohibitive for community groups who operate on shoestring budgets. The union is encouraged to work cooperatively with the Board of Education and the Mayoral Task Force to permit paraprofessionals, recreational workers, and volunteers to be included in organizing and supervising community school activities. Such an effort would allow opportunities for teachers while also permitting community participation and reduction of costs.

International Union of Operating Engineers -- Local 891

In light of the current budget crisis and the rising costs to open schools, it is imperative that the union officials work cooperatively with the Mayoral Task Force and the Board of Education to find ways to open the schools at fees which community groups can afford. Declining enrollments and shifting populations will no doubt account for the closing of additional schools and possible loss of jobs for custodial personnel. The Union leadership must recognize that expanded utilization of schools can increase job opportunities for custodial engineers but only if the community can afford to pay maintenance costs.

EPILOGUE

This community can no longer allow our schools to operate as insular bodies, open only for a portion of each day for the singular purpose of educating our young. It is too valuable a resource. Schools must become the central hub of activity -- open days, evenings, weekends and vacations, offering programs for all members of the community.

Inherent in all these recommendations is one common ingredient -- cooperation. Cooperation requires no expenditure of funds. If all interested groups work cooperatively toward implementing these recommendations, all will benefit from their achievement. The failure to cooperate by any one group will seriously impede our effort. We cannot afford to fail.

APPENDIX A

SCHEDULE OF COSTS TO OPEN BUILDINGS AND SPACE USE COSTS
FOR DULY AUTHORIZED EXTRA ACTIVITIES AND OUTSIDE ORGANIZATIONS
EFFECTIVE JULY 1, 1974

	Rate Per Session Daily Except Saturday, Sunday and Holidays		Rate Per Session Saturday, Sunday and Holidays	
	5 to 7 PM To be paid for if the session is more than ½ hour and a pro rata part if less than 2 hours	After 7 PM (one session equals 3 hrs)	(one session equals 3 hrs)	
			1st Session	2nd Session
Custodial Allowance and lights (including play-yards)	$27.75	$40.60	$ 74.60	$52.60
Custodial Allowance (Addition for Fireman and fuel during Heating Season October 16 to May 15) (Not Paid Saturday AM)	51.00	76.50	107.00	76.50
Athletic Field Service	22.80	33.25	54.90	45.00

I

	Rate Per Session Daily Except Saturday, Sunday and Holidays		Rate Per Session Saturday, Sunday and Holidays	
	5 to 7 PM To be paid for if the session is more than ½ hour and a pro rata part if less than 2 hours	After 7 PM (one session equals 3 hrs)	(one session equals 3 hrs)	
			1st Session	2nd Session
ADDITIONAL ALLOWANCE FOR SPACE				
Classrooms and Teacher's Rooms each	$ .90	$ .90	$ 1.30	
Special Rooms - (All rooms other than classrooms or teacher's rooms or items of space not listed herein)	1.80	1.80	2.60	
Auditoriums (Elementary and Junior High School Buildings)	9.36	9.36	13.52	
Auditoriums (High School Buildings)	14.04	14.04	20.28	
Gymnasiums	9.36	9.36	13.52	

	Rate Per Session Daily Except Saturday, Sunday and Holidays		Rate Per Session Saturday, Sunday and Holidays	
	5 to 7 PM To be paid for if the session is more than ½ hour and a pro rata part if less than 2 hours	After 7 PM (one session equals 3 hrs)	(one session equals 3 hrs)	
			1st Session	2nd Session
Use of Bleachers in School Gymnasiums	$ 9.36	$ 9.36	$13.52	
Cafeteria or Lunchroom/ Playroom/Gymnasium	9.36	9.36	13.52	
Furniture Movement and return within the cafeteria, lunchroom, etc. (Unit equivalent of 1 table and 6 chairs)	.42	.42	.61	
Locker Rooms (equivalent to 4 or more CR units)	5.04	5.04	7.28	
Locker Rooms (equivalent to 1 to 3 CR units)	2.70	2.70	3.90	
Baths (5 shower heads or more)	9.36	9.36	13.52	

	Rate Per Session Daily Except Saturday, Sunday and Holidays		Rate Per Session Saturday, Sunday and Holidays	
	5 to 7 PM To be paid for if the session is more than ½ hour and a pro rata part if less than 2 hours	After 7 PM (one session equals 3 hrs)	(one session equals 3 hrs)	
			1st Session	2nd Session
Baths (less than 5 shower heads)	$ 4.59	$ 4.59	$ 6.63	
Swimming Pools	18.72	18.72	27.04	

Space used continuously, as above, to be paid for but once, regardless of the sessions involved. There shall be only one opening fee per session or fraction thereof paid.

Afternoon Play Centers, All Day Neighborhood Schools, Tutorial Programs, and similar activities conducted between 3 P.M. and 5 P.M. shall provide Custodial Compensation for such required services - Allowance ($21.00).

Where special services are required by an organization, such as removal or receipt of equipment, arrangement of stages or other areas, setting up tables and chairs, operating stage lighting or other stage properties, an additional fee for such services shall be paid, commensurate with the rates of pay for employees required to provide such services.

The Custodian shall append a statement to the "Application for the Use of School Building" setting forth the required services and the fees therefor. This amount shall be added to the normal fees and transmitted to the Board of Education with the "Application for the Use of School Buildings."

SUMMER VACATION SERVICE	RATE
For the use of buildings for summer vacation activities from 9 A.M. to 1 P.M. or from 1 P.M. to 5 P.M. daily except Saturdays, Sundays, holidays.	
Allowance - (Including playyards and the use of space up to 15 classrooms or the equivalent thereof). No deductions will be made for a lesser use of space. For space in excess of 15 classrooms evening space rates shall apply.	$18.72
For use of buildings for summer vacation activities from 9 A.M. to 5 P.M. daily except Saturdays and holidays.	
Allowance - (Including playgrounds and the use of space up to 15 classrooms or the equivalent thereof). No deduction will be made for a lesser use of space. Space used continuously as above to be paid for but once.	29.70
For the use of playyards during summer vacation evenings after 5 P.M. daily for a session of 3 hours, except Saturdays, Sundays and holidays.	
Custodial Allowance - (Including toilets attached to playyards) When a building is used on the same evening after 5 P.M. the evening space rates applicable shall apply. For use of playyards and building on the same evening only one opening allowance shall be paid per session.	40.60
For the use of buildings on Saturdays and holidays, the custodial and space rates for such days shall apply.	

	RATE
For Saturday morning use by youth organizations the Custodian will be paid $12.22 for the first classroom, etc., as indicated in the table of FEES FOR THE USE OF SCHOOL BUILDINGS BY OUTSIDE ORGANIZATIONS. (Amended)	$12.22

For use of buildings on Sundays by youth organizations, the full rates under Schedule I shall apply.

* * * * * * * * * * * * * * * * * * *

OTHER VACATION SERVICE

For such weekdays when schools are closed before and after Thanksgiving, Christmas and Easter, the following fees shall be paid:

Summer vacation rates as set forth above - plus an allowance for the fireman at the basic rate of wages, times the hours buildings are occupied.

RAINY DAY CAMPS

For "Rainy Day Camps" the space rates shall be double the evening space rates. Where such "Rainy Day Camp" use of space falls within the basically allowed equivalent of 15 classrooms, the space rates shall be the normal rates. "Rainy Day Camps" shall be limited to a maximum use of 10 classrooms.

SUMMER DAY CAMPS

"Summer Day Camps" in addition to the fees charged for space used as listed herein shall pay an additional fee for major use of showers and swimming pools. (Allowance Per Day (6 hours Fireman))	43.26
For the use of High School Buildings for summer vacation activities from 9 A.M. to 1 P.M. or from 1 P.M. to 5 P.M. daily except Saturdays, Sundays and holidays.	34.20
For the use of High School Buildings for summer vacation activities from 9 A.M. to 5 P.M. daily except Saturday, Sundays and holidays.	56.34

Allowance provides the use of playgrounds and space up to 15 classrooms or the equivalent thereof. For space in excess of 15 classrooms, evening space rates shall apply. No deduction will be made for a lesser space. RATE

One opening allowance only shall be paid in the case of buildings used simultaneously for vacation high school and other summer vacation activities from 9 A.M. to 5 P.M.

SUMMER USE OF CAFETERIA/LUNCHROOMS FOR SERVING LUNCHES EFFECTIVE 9-10-73

For moving chairs and/or benches immediately after the final lunch period each day in order to enable the custodial force to perform all the Custodian's required duties and to scrub the entire floor area of the cafeteria/lunchroom area twice each week, and to spot mop spillages daily during the lunch periods.

Elementary Schools	$160.00/week
Junior High, Intermediate and High School Annexes	230.00/week
High Schools	275.00/week

GENERAL PROVISIONS

Sessions constituting not more than 3 hours except as noted, referred to in the preceding section shall be as follows:

Daily, except Saturday, Sunday and holidays and the summer vacation period:
- (1) between 5 P.M. and 7 P.M.
- (2) after 7 P.M.

Saturdays, Sundays and holidays:
- (1) prior to 12 noon
- (2) between 12 noon and 5 P.M.
- (3) after 5 P.M.

Summer Vacation Period:
- (1) prior to 1 P.M.) 4 hour session
- (2) between 1 P.M. and 5 P.M.)
- (3) after 5 P.M.

APPENDIX B

CONFERENCE SPEAKERS

Opening Remarks

John Mayher
New York University
Dean of Division of Education
School of Education, Health, Nursing and the Arts Profession

Mrs. Irwin H. Rosenberg
Chairwoman
Community Council of Greater New York
Group Work and Recreation Committee

Panelists

Jerome M. Becker -- Moderator
Chairman
New York City Youth Board

Hon. Paul Gibson, Jr.
Deputy Mayor

Hon. Benjamin Altman
Chairman
Criminal Justice Coordinating Council

Dr. Irving Berchuck
Executive Assistant to the Deputy Chancellor
Board of Education

John Lagomarcino
Director
Division of Special Programs
National Recreation and Parks Association

Dr. Claudette Lefebvre
Chairwoman
Department of Leisure Studies
New York University School of Education, Health, Nursing and the Arts Professions

Dr. Patrick Mullarney
Director
Northeast Community Education Development Center
Storrs, Connecticut

Dr. William O'Neill
Community Education Development Center
Worcester State College

APPENDIX C

ATTENDING AGENCIES AND ORGANIZATIONS

Hon. Paul Gibson, Jr.
Deputy Mayor

Assistant to the Mayor for Education
Hon. Frank Verderame

Representatives of Congressmen
Hon. Edward Koch
Hon. Mario Biaggi
Hon. Herman Badillo

Hon. James Buckley

Representatives from Borough Presidents' Offices
Bronx
Queens
Manhattan

Representative from City Council

Addiction Services Agency

Board of Education
Dr. Irving Berchuck
Executive Assistant to the Deputy Chancellor

P.S. 51
P.S. 40
District 27
District 2
District 32
District 4
District 6

Catholic Youth Organization

Child and Youth Development Services

City Planning Department -- Brooklyn Office

Community Council of Greater New York

Community Development Agency

Criminal Justice Coordinating Council

Department of Continuing Education

Department of Health

Department of Recreation

Educational Facilities Laboratory

Federation of Jewish Philanthropies

Forest Hills Adult Education

Girl Scout Council of New York

High School Volunteer Program

Lehman College

Mayor's Education Task Force

Mayor's Office for the Handicapped

National Recreation and Parks Association

New York State Division for Youth

New York 21 Education Administration

New York University

Office of Neighborhood Services

Play Schools Association

Police Department

South Brooklyn Community Corporation

Special Services for Children

State Education Department

State Parks and Recreation Commission

United Neighborhood Houses

United States Department of Agriculture

Young Men's Christian Association

Youth Board

Youth Services Agency